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ABSTRACT

This report on an internal evaluation, which was conducted for developmental purposes, describes services provided at the Learning Skills Centres (LSC) on three separate campuses of Grant MacEwan Community College, in Edmonton, Alberta (Canada). The key questions of the evaluation addressed student and staff awareness of the existence of the LSC; client satisfaction with the services offered; and the identification of present and future needs. A list of suggested strategies for improving LSC services based on the findings of the evaluation, a summary of the findings, and background information introduce the main body of the report. The collection of data via surveys of selected students, instructors, counselors, librarians, and staff is then described and a table displays the overall responses to each of the surveys. Findings are reported for the level of awareness of the LSCs and their services for each of the populations surveyed together with the respondents' assessment of current services and suggestions for their improvement. Data on the types of services required as reported by students, instructors, and counselors are analyzed and a table details the results of the needs assessment for each group in the areas of assistance in improving writing, reading, math, and learning skills; English as a Second Language; specific subject areas; and workshops. Discussions of major issues, concerns, and suggested changes conclude the report. Twelve tables present the findings of the various surveys, and the appendixes contain copies of the questionnaire for the student awareness survey; the student, faculty, counselor, and campus librarian questionnaires; and a staff interview form. (ALF)

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Grant MacEwan Community College

LEARNING SKILLS CENTRE

DEPARTMENT EVALUATION

JANUARY 1991

Institutional Research and Planning

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LEARNING SKILLS CENTRE
DEPARTMENT EVALUATION
JANUARY 1991

Prepared by:
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STRATEGIES TO IMPROVE THE SERVICES OF THE LEARNING SKILLS CENTRES

The evaluation of the Learning Skills Centre, completed in January 1991, showed us where our strengths and weaknesses lie and indicated some areas of concern. We have reviewed the evaluation and have compiled this list of suggested strategies to improve our services.

Issue: Identity/Awareness of the Learning Skills Centres

To some degree the Learning Skills Centres suffer an identity problem, for a number of reasons: many students never find out about the Learning Skills Centres; others are introduced to our services but do not remember them; many instructors are not aware of what we do or how we do it, and the high number of part-time instructors makes it difficult to keep everybody aware; and, finally, the name of our Centre is close to that of the Learning Resource Centre and the Learner Centre, especially when just initials are used.

Possible solutions/strategies

Re: Name:

Although there is some confusion with our name, we do not think that a name change would be a good idea; we wish to keep the name Learning Skills Centre for a few different reasons:

- the name is appropriate to the work done in our centre
- the name is similar or identical to the names of similar centres across North America
- awareness probably will not increase if we change our name; in fact, if students do not know about the Learning Skills Centre, it is not likely due to the name

Re: Instructor Awareness:

- send a reminder memo at the beginning of each term to each instructor; include a brochure with hours of operation and services as well as a student assignment contract
- attend new faculty orientation in August - contact Faculty Development about this
- offer to give workshops on study skills and on term papers to be held in classes at appropriate times in the year - study skills workshops at the beginning of term; term paper workshops in October/November and February/March

Re: Counsellor Awareness:

- send a memo to counsellors explaining our services and our resources as well as our hours
- prepare an information sheet that could be included with the package used in the workshops during Discoveries, student orientation week

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Re: Workshops:

- as noted above, workshops on study skills and on writing skills could be offered to students in specific courses after consultation with instructors of the courses
- if an instructor requests a workshop, the following would have to be provided to the Learning Skills Centre:
  - two weeks' notice before the workshop is to be delivered;
  - a copy of the current syllabus for the course;
  - a copy of the course outline;
  - a copy of the textbook for the course; and
  - an indication of what lecturing and testing strategies the instructor uses.
- before we implement the service of giving workshops and advertise this service widely, we need a period of one year to develop strategies, practice, and receive feedback; this period would likely be the 1991-92 academic year
- we could also offer workshops independent of classes to serve those students who would like further information but do not receive it through a workshop in class
- workshops are one way to deal with our busy schedule - while they will never replace the one-on-one work that is our major strength, they can be an efficient way to serve some of the students' needs
- workshops will increase student awareness of the Learning Skills Centre and increase the number of students we do serve.

Issue: Feedback to Instructors

The evaluation indicated that while some instructors do not feel feedback is necessary, 72% did want some form of feedback if their students are attending the Learning Skills Centre.

Possible solutions/strategies:

- Our revised student assignment contract will include a place for the instructor to indicate if he/she wants reports of the student's attendance and progress; if the instructor does request feedback, a short report will be drawn up by the Learning Skills Assistant indicating what work the student did in the Learning Skills Centre. The frequency of such reports would have to depend on the nature of the work being done; it might be useful to send a report 2 times a term, or once a term could be sufficient.

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- We are developing a more organized system of recording student progress, a system that will be uniform to all Learning Skills Centres. We will ask each student who comes to the LSC to fill out a card indicating name, program, address and phone number. Each time a Learning Skills Assistant works with a student, he/she will note on the student's card what was done in the session. Such a system will be very valuable when we have part-time Learning Skills Assistant and will also provide us with the material to offer some feedback to the instructors.

These two strategies should improve our communication with instructors, counsellors, and program chairs; make our own work more efficient; and improve our ability to work as a team.

Issue: Assisting English as a Second Language Students

The evaluation indicated that, though we do not help a great number of ESL students, those we do help rate the service as highly useful and necessary. No one else on the campuses assists program students who have an ESL background with their special language concerns; therefore, we feel it is our mandate to assist these students just as we do any other GMCC students.

Possible solutions/strategies

- To better assist ESL students, we will build our independent learning resources (books, audio cassettes) for ESL students.

- ESL students often request a great deal of one-to-one instruction; if the demand is too great for our staff, we may have to limit our contact hours to 2 or 3 hours per week per student or hire an ESL specialist to work in the LSC.

Issue: Human Resources

Heavy workload and an insufficient time to prepare were two human resource issues that were indicated in the evaluations done by the Learning Skills Assistants. The issue of shortage of Learning Skills Centre staff was also raised in the evaluations completed by students and faculty.

Possible solutions/strategies:

- Because of the intense instructional nature of our work with students and the preparation time needed for both course-tailored workshops and one-on-one, the job of the Learning Skills Assistant should be recognized as the role of a Professional Resource staff member.

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- In addition, the need for daily preparation time should be answered. This time is needed not only to prepare for workshops and one-on-one sessions but also because the administrative duties of the Learning Skills Centre (including documenting and reporting student attendance and progress) are the responsibility of the Learning Skills Assistant.

- We recommend hiring one part-time Learning Skills Assistant who could eventually work full-time at CCC. This person could work in the evening and could travel to the Learning Skills Centres on different campuses, to cover the one-on-one workload when the full-time assistant is giving workshops or is away from the Learning Skills Centre for whatever reason. A part-time L.S.A. (15-20 hours a week(would help a great deal.

Issue: Space

Each Learning Skills Assistant indicated in the evaluation that larger office space is required so that we have proper room to conduct confidential one-on-one sessions in our offices when they are appropriate. Students also indicated the need for space for private sessions with the Learning Skills Assistant as well as the need for more space for them to do their work in the general area of the Learning Skills Centre.

Possible solutions/strategies:

In the plans for the Learning Skills Centre at City Centre Campus, we have requested larger offices and an overall larger space for the Learning Skills Centre.

The planned renovations to the Jasper Place LRC include a slightly larger office for the Learning Skills Assistant; this should alleviate some of the office space crunch there.

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SUMMARY OF FINDINGS

1. Level of Awareness of the LSCs and the Services Offered

There is a need to increase the visibility of the LSCs within the College community. However, at the forefront of any plan to increase awareness there is a need to maintain a balance between the expectations created and what can be delivered.

56% of the students surveyed either indicated they were not aware of the LSCs or were unable to correctly identify at least one service offered by the LSC.

Students had most frequently become aware of the LSCs through:

- LRC orientations for specific classes;
- student orientation in August; and
- referrals by instructors.

Instructors were aware the LSC existed but they felt they were not as fully aware of the range of services as they could be.

Staff associated with the centres felt there was a need to better inform college constituents, re: the LSCs and their services.

2. Assessment of Present Services

All evaluation participants felt the services offered were needed.

Students were very satisfied with the assistance they had received from the LSCs.

One-to-one tutoring was the major strength of the services provided by the LSCs.

LSC staff and their ability and readiness to adapt to the changing needs of the students was identified as a strength of the Centres.

The factors limiting services were related to facilities and resources. Needs identified included:

- longer hours;
- more advertising of services;
- more staff;
- space for the LSC assistant to work privately with one student;
- more books; and
- more computers and software.

There is some duplication of services offered in the Learning

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3. Services Needed

The broad service areas seen as most required now and in the future were:

- assistance to improve learning skills; and
- assistance to improve writing skills.

In the area of Learning Skills, providing services to develop effective listening and notetaking and "critical thinking and logical reasoning" received the highest rating.

Also highly rated was the need to develop students' "study techniques" and "exam taking techniques".

In terms of Writing Skills the areas receiving the highest rating were assistance with:

- essays;
- reports; and
- term papers.

The need to provide services and assistance related to English as a Second Language was rated as a strong need by those who rated it. However, less than 50% of the respondents rated the area.

In the Reading Skills areas the strongest areas of need were:

- text book reading; and
- reading comprehension.

There were some differences in needs assessments between students, counsellors and instructors. These are outlined in Table 10, page 17. Also, instructors from the different divisions emphasized areas of need somewhat differently (Table 11).

4. Major Issues/Concerns

Five major areas of concern were identified:

- balancing the need to increase awareness of the LSCs with the limitations of staff and resources available;
- identifying the best ways and means within the resources available to meet student needs;
- improving inter-departmental relationships between the Counselling department and the LSCs. This is needed to prevent duplication of services and to obtain the support and expertise needed to provide services to students with learning disabilities;
- obtaining space that would accommodate students working independently and students requiring privacy in one-to-one tutoring sessions; and
- issues related to the human resources of the LSC.
    - number of staff
    - staff workload - preparation time
    - role of the LSC assistant.

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I. INTRODUCTION

1. Background

There are presently three Learning Skills Centres (LSCs) operated out of space allocated within the Learning Resources Centres on the Jasper Place, Mill Woods and Seventh Street Plaza campuses. The mandate of the Centres is to help students learn by guiding them through extra work in problem areas, or by offering tips on how to improve their work.

Each Centre is staffed by one person who offers individual or small group tutoring to students in writing, reading, basic math, study skills, learning skills and, at Jasper Place, use of the MacIntosh Word Processing and Desktop Publishing applications to prepare assignments.

During Fall 1989 term and Fall 1990 term the Learning Skills Assistants had contacts with a total of 627 and 603 individual students respectively. (Table 1)

TABLE 1

NUMBER OF STUDENT CONTACTS AND INDIVIDUAL STUDENTS FALL 1989 AND FALL 1990 TRIMESTERS

	Number of Contacts				Number of Individual Students			
Trimester	JP	MW	SSP	Total	JP	MW	SSP	Total
Fall 1989	419	640	573	1632	111	227	289	627
Fall 1990	455	736*	499	1690	127	306	170	603

Source: Statistics supplied by Learning Skills Assistants
*132 were students who participated in workshops.

2. Evaluation Objectives

The evaluation was an internal self audit for developmental purposes. The objective of the evaluation was to collect data that would provide information for future decisions related to the Centres and the services they offer.

The key questions were:

- *To what extent are staff and students aware of the existence of the Centres and the services they provided?*
- *To what extent are clients satisfied with the services offered?*
- *What are the key present and future service needs?*

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II. METHODS AND PROCEDURES

Through consultation with those involved in the Learning Skills Centres, information sources were identified and six questionnaires were designed to obtain the required data.

The sources targeted were as follows:

2.1 Student Awareness Questionnaire

The purpose of this survey was to determine the extent to which students were aware of the existence of the Learning Skills Centres. A random sample, stratified by program, of the student population was selected. The overall sample size was 300 students. Responses returned undelivered were reselected from the appropriate program. The response rate for this survey was 158 (53%). Responses were received from across all program areas, program responses closely representing the proportion the program represented in the sample.

2.2 Student Learning Skills Centre Users (Appendix B)

Students who had used the Centres were selected to provide information on their satisfaction with the services and the importance of the various services. The aim was to obtain a sample of 50 users from each Centre. However, due to time constraints and a lack of available addresses the sample size at Mill Woods was 44 students. Therefore, a total of 144 questionnaires were sent out; 54% (78) were returned. Responses were received from users of all three Centres.

2.3 Instructor Survey (Appendix C)

A sample of 70 full-time and 50 part-time instructors was selected to provide information related to all the key questions of the evaluation. The sample of full-time instructors included Program Chairmen. Responses were received from 42 (60%) of the full-time instructors, 15 (30%) of the part-time instructors.

2.4 Counsellor Surveys (Appendix D)

College counsellors are likely in a position to refer students for assistance and they offer a number of services that appear to be similar in nature to those offered by the Learning Skills Centres. Eleven counsellors were sent questionnaires, 8 (73%) responded.

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2.5 Campus Librarians/LRC Chairman (Appendix E)

Due to the relationship between the LSC's and the LRC's, librarians were asked to provide their comments on the operation of the LSC, in terms of resources, staffing and communications between LRC and LSC staff. Questionnaires were sent to the three librarians and the Chairman of the LRC. Responses were received from all four.

2.6 Learning Skills Centre Staff (Appendix F)

The three Learning Skills Centre staff (IA's) responded to questions related to:

- services offered;
- staffing;
- resources; and
- present and future needs.

2.7 Overall Response From Information Sources

Category	No. of Questionnaires Sent	No. of Questionnaires Returned
Students - Awareness Survey	300	158 (53%)
- User Survey	144	78 (54%)
Instructors - Full-time	70	42 (60%)
- Part-time	50	15 (30%)
Counsellors	11	8 (73%)
Librarians/Chairman LRC	4	4 (100%)
LSC Staff	3	3 (100%)
TOTAL	**582**	**308 (53%)**

III. FINDINGS

1. Level of Awareness of the Learning Skills Centres and the Services They Offer

1.1 Students

Data obtained from the Student Awareness Survey (Appendix A) indicated that overall students are not that aware of the services. Table 2, which outlines the responses received from students, shows that 44% of the responding students were

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aware of the services and able to correctly identify at least one service offered by the Centres. Students who identified incorrect services, tended to identify LRC services, but they did differentiate between the two areas. The level of awareness was slightly higher (50%) among students in programs offered at the Mill Woods Campus and was lowest (39%) at the Jasper Place Campus.

TABLE 2

STUDENT AWARENESS OF LEARNING SKILLS CENTRES

	% Responding			
Response	(n=46) JP	(n=56) MW	(n=56) SSP	(n=158) Total
Yes, identified correct services	39	50	44	44
Yes, identified incorrect services	30	27	19	25
No	30	23	36	31

Due to rounding error percents may not total 100

Information from the Awareness Survey (Appendix A) and the survey of students who had used the Centres (Appendix B) show that the most frequently mentioned ways students had learned about the Skills Centres were (Table 3):

- *LRC orientation for a specific class;*
- *Student Orientation (August); and*
- *through an instructor.*

Thirty-four (49%) of the 70 students who were aware of the services, had used the services, 51% had not. Students who had not used the Centres indicated they "had not needed" the services offered.

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TABLE 3

HOW STUDENTS BECAME AWARE OF THE LEARNING SKILLS CENTRE

Responses	% Responding		
	Awareness Survey (n=70)	LSC Users (n=78)	Total (n=148)
Another student	13	31	22
An instructor	50	45	47
A counsellor	6	10	9
Student Orientation (August)	53	46	49
Brochures	21	14	18
Workshops	1	1	11
In-class presentation	17	8	12
LRC orientation for class	56	44	50
Own observation	9		4

1.2 Instructors/Counsellors

Eighty-nine percent of the 57 instructors and all eight counsellors responding to the staff questionnaires (Appendices C and D) indicated they were aware of the Centres.

Of the 11% of instructors who were not aware of the LSC's or the services offered, none were new-comers to the college.

Thirty-seven percent of the responding counsellors and 41% of the instructors disagreed with the statement "The LSCs have effectively made me aware of the services they offer."

A significant portion of the instructors (45%) and (27%) counsellors did not know whether or not students were effectively made aware of the service's offered by the Centres.

Instructors made comments such as:

"Through New Faculty Orientation I am aware the LSCs exist. I am not certain of the exact services provided."

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"We could receive more information from the LSC."

"LSC needs to up-date staff and remind them of services."

"I would appreciate a schedule and a list of services available in the LSCs."

"I'm sure the LSC is doing great work. God knows our students can use the help. Just communicate a little more with college programs."

1.3 LSC Staff and Librarians

LSC staff and librarians were asked to indicate whether or not there was a need to do more to inform the various college constituents about the LSCs and their services.

All three LSC staff members and two (50%) of the librarians responded "yes".

The constituents identified most frequently were instructors and counsellors, only one (14%) of the respondents identified students.

The implementation of means to increase awareness about the Centres needs to be tempered with the reality of what level of expectations can be met.

"More publicity could result in increased users who the LSC staff may not be able to help."

"I think the Skills Assistants are working to capacity now, and without increased space/staff/resources I think it would be unwise to raise expectations."

1.3.1 Methods to Increase Awareness

The most frequently mentioned methods involved direct contact with instructors, counsellors:

- *getting invited to New Faculty Orientation,*
- *attending program department meetings.*

Other suggestions included the use of a newsletter or brochures.

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2. Assessment of Present Services

2.1 Most Frequently Used Services

The LSC staff identified assistance with written assignments as the service students sought most frequently. Assistance with writing included all aspects: interpreting and planning, organizing, documenting sources, editing and revising.

Following writing, assistance with study skills was the next most requested service.

Information obtained from students, instructors and counsellors (Table 4) also indicated that the type of assistance most frequently sought, and the type of assistance students were most frequently referred for, related to improving writing skills.

TABLE 4

TYPES OF ASSISTANCE STUDENTS SEEK FROM THE LSC AND TYPES OF SERVICES INSTRUCTORS/COUNCILLORS REFER STUDENTS FOR

	Percent Responding		
	Student Users	Referrals from:	
Assistance/Service	(n=78)	Instructors (n=46)	Counsellors (n=7)
Written skills	74	76	100
Reading skills	17	43	86
Math skills	12	17	29
Learning skills	23	59	86
Use of self instructional materials	30		
Use of computers	9		
Proof-reading assignments	4		14
Study skills	1	11	29
Note taking	1		
Writing exam		11	

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2.2 Extent of Use of Services

Students responding to the User Survey (Appendix B), indicated they used the Centre on an average of six times (Table 5). Information provided by the LSC staff indicated for Fall 1990 there were a total of 1690 student contacts with 603 individuals, giving an average of 2.8 contacts per student. Students responding to the survey were strong users of the LSCs.

TABLE 5

EXTENT OF USE OF LSC'S
STUDENTS RESPONDING TO USERS SURVEY

n=78

Number of Times	Percent
Once	10
2 - 4 times	34
5 - 10 times	23
More than 10 times	33

2.3 Students Satisfaction with Services Received

Results from the Student User Survey (Table 6) shows that students found all the services they received "helpful" to "very helpful" with the majority of responses in the "very helpful" category.

All 78 respondents indicated they were satisfied to very satisfied with the services they received, 67% very satisfied, 33% satisfied.

The following few comments summarize the types of things students said about the service and assistance they had received from the LSC assistants.

"I have always received exceptional help from the LSC. The staff is always helpful and friendly. I haven't found any weak area in their services."

"I was very happy with the help I received and my test scores have improved."

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"I have benefited a great deal. One important thing is the LSC's personnel guided me and did not directly provide the answers - did not spoon feed me."

"The LSC service and staff are excellent. I found it very difficult to list improvements. Keep up the good work."

TABLE 6

STUDENTS ASSESSMENTS OF HOW HELPUFL THE ASSISTANCE THEY RECEIVED WAS

Type of Assistance	n	% Responding Very Helpful	Helpful	Somewhat Helpful	Not at All Helpful
Writing skills	56	80	20		
Reading skills	17	82	12		6
Math skills	4	100			
Learning skills	20	65	35		
Use of self instruct. material	23	78	22		
Exam writing	1	100			
Computers	6	100			

2.4 Students View as to How Services Could be Improved

The most frequently identified means for improving LSC services were (Table 7):

- *longer hours,*
- *more advertising of services; and*
- *workshops for specific programs.*

Fifty-nine percent of the students who identified there was a need for longer hours, indicated there was a need for both evening and weekend hours, 27% weekend hours and 14% evening hours.

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TABLE 7

STUDENTS' VIEWS AS TO HOW SERVICES COULD BE IMPROVED

n=78

Response	%
No improvement needed	17
Assistance in more subject areas	12
More advertising of services	31
Reduced waiting time for appointments	23
Workshops for general student population	21
Workshops for specific programs	24
Longer hours	35
Better locations	1
Greater access to self instructional materials	13
Other - more access to computers	3
- more space	3
- additional staff	3

Comments made were:

"Could be expanded person wise."

"Many students don't know of the assistance you offer. More advertising is needed."

"Could improve the services by longer hours of operation or weekends and evenings."

"....perhaps more staff could be hired to accommodate the number of students that she has to assist. I find the current scheduling system tight and generally full when a student comes to book assistance."

"Having two employees in LSC would improve the waiting time and help maintain service when assistant is sick or at meetings."

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2.5 LSC Staff/LRC Chairman/Campus Librarians

2.5.1 Staffing

LSC staff indicated there were not sufficient staff to provide the services required. The LRC respondents, responses were somewhat different, 3 (75%) felt that "most of the time" there were sufficient numbers of staff, one (25%) said "no" there are not sufficient numbers of staff.

Comments:

LSC Staff

"There are peak periods of the day and peak periods of the year; at these times if I do not work longer hours or have shorter sessions there is no way to see all the students who want assistance, extra staff would help."

"Because each Centre runs by only one staff member, offering such services as class presentations and special workshops requires closing the LSC for those times."

"Students often cannot get bookings for the times they need unless they book weeks in advance."

LRC Staff

"Because of insufficient staff no services available in the evenings or weekends."

"At certain times the waiting period for appointments is too long."

2.5.2 Support and Training to LSC Assistants

LSC staff feel they are somewhat lacking in terms of the support, training and information needed to provide the services students require. (Table 8)

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TABLE 8

IS SUFFICIENT SUPPORT, TRAINING AND INFORMATION PROVIDED TO THE LSC ASSISTANTS?

Response	% Responding LSC	LRC
Yes	33	100
No	67	

Training was viewed as being entirely self motivated. Support was seen as lacking in terms of:

- *expertise;*
- *training;*
- *additional personnel when needed; and*
- *personnel specializing in specific areas.*

One assistant expressed the view that additional information on class assignments ahead of time would be helpful when working with students in English courses.

2.5.3 Communication

Questions were asked in relation to communication among the LSC staff and communication between the LRC and LSC staff. All respondents agreed that there was effective communication both within the LSCs and between the LSCs and LRC.

The LSC staff felt their own communication levels could be improved if they could meet more frequently. However, meetings are difficult to arrange because of staffing limitations.

One (25%) of the LRC staff also felt more frequent meetings and sharing of information would increase the effectiveness of communication between the two areas.

2.5.4 Facilities and Resources

LSC and LRC staff were asked to comment and assess the current facilities and resources.

All seven respondents agreed that lack of space was a problem.

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The primary need was for:

- office space sufficiently large to allow the assistant to work one-on-one with students.

"There were times when there was a need for privacy when tutoring students (students wanted privacy).

"Working one-on-one with a student when other students are working independently is disruptive to the others even when assistants try to be as quiet as possible."

Comments in relation to resources indicated a need for:

- *more computers and software.*

Other needs identified include:

- *more books to find exercises in;*
- *audio cassette player; and*
- *present equipment kept in a better state of repair.*

LSC Assistants

"I could use more books in which to find exercises for students and ideas for tutoring. Also, I need audio cassette players. I think our supplies budget is quite generous but as it is now I need to get more of some kinds of materials."

"I have been pleased to see the number of print materials (books and handouts) increase and get updated. I've also been slowly acquiring useful and up-to-date AV materials. I would like to see more MacIntosh computers dedicated solely to the LSC so that I could work with students' papers on screen."

"The LSC is not up-to-date as far as equipment is concerned. The equipment we do have is not kept in good repair, i.e., Apple II often does not work and Controlled Readers are in very poor repair. Our students have very little access to micros for practice exercise, software use. Very low budget to properly outfit three separate LSCs ($2000 for all three)."

LRC Chairman/Campus Librarians

"Could benefit from increased funding for materials. Cannot offer computer based services as no/little available equipment."

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"Funds to purchase new resources seem to be adequate, though minimal. LSC assistants identify more materials than there are funds to spend. Some materials seem dated."

"A small collection of books and AV and software packages. Should have access to PCs for software packages."

2.5.5 Strengths of the LSC

All the LRC and LSC staff participants in evaluation agreed that the major strength of the LSC's was one-on-one tutoring they provided to students.

Through one-to-one tutoring, assistance can be tailored to the specific needs of the student. In addition, the student gets immediate feedback, which allows the student to experience success in the area of concern.

The staff themselves were identified as one of the major strengths of the centres. The ability and readiness of staff to adapt to the changing needs of the students.

These strengths were supported by student comments made in reference to their high degree of satisfaction with the assistance they received.

2.5.6 Areas That Need Improvement

The most frequently identified need for improvement is increase in staff. Increased staffing would allow for expansion of services and hours of operation. It would allow for staff to rotate working extensively in one-to-one situations with periods for development of workshop materials, reading new texts, viewing new AV materials, becoming better acquainted with computers and the software available.

Other areas for improvement include:

- *a better system of communication and feedback to (1) inform instructors their students are coming to LSC and (2) receiving information about up-coming assignments;*
- *reaching departments whose students don't presently use our services;*

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- *funding for resources and equipment; and*
- *professional development opportunities.*

IV. SERVICES PRESENT/FUTURE

Information related to the types of services required was obtained from:

- *students who had used the LSCs;*
- *instructors;*
- *counsellors;*
- *LRC Chairman and Librarian; and*
- *LSC staff.*

1. Overview of Needs Assessment from Students, Instructors and Counsellors

Students, instructors and counsellors were given a list of services and the option of adding in services that were not listed. Respondents were asked to use the following response key to indicate the level of need they felt exists and will exist for each of the services:

4 - Essential
3 - Important
2 - Not too important
1 - Not needed
0 - Don't know.

Don't know responses were not calculated into the final results. The following table outlines the average level of need assigned to each service by each of the responding groups.

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TABLE 9

OVERALL NEEDS ASSESSMENT

	Students	Instructors	Counsellors	Overall Average
Assistance Improving Writing Skills				
Basic grammar and punctuation	3.48	3.54	3.38	3.47
Sentence structure	3.49	3.50	3.43	3.47
Paragraph development	3.33	3.53	3.38	3.41
Spelling	3.14	3.39	3.13	3.22
Essays	3.65	3.36	3.63	3.55
Reports	3.54	3.24	3.63	3.47
Term papers	3.60	3.32	3.63	3.52
Summaries and precis	3.25	2.91	3.50	3.22
Book reports	3.06	2.40	3.13	2.86
Critical analysis	3.24	3.36	3.50	3.37
Case studies	3.15	3.05	3.40	3.20
Resume and letters of application	3.52	3.26	3.00	3.26
How to properly document sources in a research paper	3.51	3.29	3.43	3.41
Overall Writing Skills	3.38	3.24	3.40	3.34
Assistance Improving Reading Skills				
Reading speed	3.16	3.19	3.36	3.24
Reading comprehension	3.45	3.67	3.75	3.62
Vocabulary	3.00	3.40	3.63	3.34
Pronunciation	2.93	2.86	3.29	3.03
Overall Reading Skills	3.14	3.30	3.51	3.31
Assistance Improving Math Skills				
Basic math	2.74	3.67	3.43	3.28
Algebra	2.65	2.76	2.71	2.71
Trigonometry	2.57	2.28	3.00	2.62
Statistics	2.77	2.96	3.29	3.01
Business and financial math	2.86	3.08	3.43	3.12
Overall Math Skills	2.72	2.95	3.17	2.95
Assistance Improving Learning Skills				
Effective listening and notetaking	3.71	3.67	3.63	3.67
Critical thinking and logical reasoning	3.56	3.67	3.63	3.62
Study techniques	3.70	3.67	3.63	3.67
Time management	3.62	3.67	3.38	3.56
Exam taking techniques	3.71	3.33	3.63	3.56
Textbook reading	3.90	3.50	3.50	3.63
Overall Learning Skills	3.70	3.59	3.57	3.62
English as a Second Language	3.63	3.67	3.50	3.60
Specific Subject Areas	Too few responses			
Workshops	Too few responses			

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Overall the areas that received the most responses were "improving writing skills" followed by "improving learning skills." However, when we look at the mean responses the order of the two areas reverses:

- *assistance improving learning skills (3.63)*
- *assistance in improving writing skills (3.34)*

In order to look at the differences between responding groups it was necessary to devise some means to categorize the responses. Thus the lowest mean rating was subtracted from the highest mean rating and the difference divided by three, to produce the following categorization (Table 9):

- *essential (3.50 - 3.90)*
- *important (3.10 - 3.49)*
- *not too important (less than 3.00)*

There were differences between groups. Following are the services ranked in the essential category across all respondent groups:

- *effective listening and notetaking;*
- *critical thinking and logical reasoning;*
- *textbook reading; and*
- *English as a Second Language.*

Although English as a Second Language was rated as an essential need by those who rated it, the number rating this service was less than 50% of the respondents.

The following services received essential ratings by two of the three groups:

- *Essays.*
- *Reports.*
- *Term papers.*
- *Reading comprehension.*
- *Study techniques.*
- *Exam taking techniques.*

Further differences between the groups are shown in Table 10.

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TABLE 10

SERVICES NEEDED - A COMPARISON OF RESPONDING GROUPS

rage Rating		Students		Instructors		Counsellors	
50 - 3.90							
		Essays	(3.65)	Basic grammar and punctuation	(3.54)	Essays	(3.63)
	E	Reports	(3.54)	Sentence Structure	(3.50)	Reports	(3.63)
	S	Term papers	(3.60)	Paragraph development	(3.53)	Term papers	(3.63)
	S	Resumes and letters of application	(3.52)	Reading comprehension	(3.67)	Critical analysis	(3.50)
	E	How to properly document sources	(3.51)	Basic math	(3.67)	Reading comprehension	(3.75)
	N	Effective listening and notetaking	(3.71)	Effective listening and notetaking	(3.67)	Vocabulary	(3.63)
	T	Critical thinking & logical reasoning	(3.56)	Critical thinking & logical reasoning	(3.67)	Effective listening and notetaking	(3.63)
	I	Study techniques	(3.70)	Time management	(3.67)	Study techniques	(3.63)
	A	Time management	(3.62)	Textbook reading	(3.50)	Exam taking techniques	(3.63)
	L	Exam taking techniques	(3.71)	English as a Second Language	(3.59)	Textbook reading	(3.50)
		Textbook reading	(3.90)			English as a Second Language	(3.59)
		English as a Second Language	(3.63)				
10 - 3.49							
	I	Basic grammar and punctuation	(3.48)	Spelling	(3.39)	Basic grammar and punctuation	(3.38)
	M	Sentence structure	(3.49)	Essays	(3.36)	Sentence structure	(3.43)
	P	Paragraph development	(3.33)	Reports	(3.24)	Paragraph development	(3.38)
	O	Spelling	(3.14)	Term papers	(3.32)	Spelling	(3.13)
	R	Summaries and precis	(3.25)	Critical analysis	(3.36)	Book reports	(3.13)
	T	Critical analysis	(3.24)	Resumes and letters of application	(3.26)	Reading speed	(3.36)
	A	Case studies	(3.15)	How to properly document a research paper	(3.29)	Basic math	(3.43)
	N	Reading comprehension	(3.45)	Reading speed	(3.19)	Statistics	(3.29)
	T	Reading speed	(3.16)	Vocabulary	(3.40)	Business and financial math	(3.43)
						Time management	(3.38)
ss than 3.10							
	I	Book reports	(3.06)	Case studies	(3.05)	Resumes and letters of application	(3.00)
N	M	Vocabulary	(3.00)	Book reports	(2.40)	Algebra	(2.71)
O	P	Pronunciation	(2.93)	Summaries and precis	(2.91)	Trigonometry	(3.00)
T	O	Basic math	(2.74)	Pronunciation	(2.86)		
	R	Algebra	(2.65)	Algebra	(2.76)		
T	T	Trigonometry	(2.57)	Trigonometry	(2.28)		
O	A	Statistics	(2.77)	Statistics	(2.96)		
O	N	Business and financial math	(2.86)	Business and financial math	(3.08)		
	T						

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TABLE 11

PERCENT OF STUDENTS RATING AND RATINGS GIVEN

rcent of spondents ting Service	Average Rating: Essential 3.50 - 3.90		Important 3.10 - 3.49		Not Too Important Less than 3.10	
% or more (5+ respondents)						
	Essays	(3.65)	Basic grammar and punctuation	(3.33)		
	Reports	(3.54)	Sentence structure	(3.22)		
	Resumes and letters of application	(3.52)	Paragraph development	(3.33)		
	How to properly document sources	(3.51)	Summaries and precis	(3.22)		
% - 84% (4 - 64)						
	Reading comprehension	(3.48)	Spelling	(3.14)	Vocabulary	(3.10)
	Effective listening and notetaking	(3.65)	Reading Speed	(3.16)	Pronunciation	(2.93)
	Critical thinking & logical reasoning	(3.69)	Critical analysis	(3.24)		
	Time management	(3.67)	Case studies	(3.15)		
	Exam taking techniques	(3.71)				
) - 69%						
	Textbook reading	(3.90)			Basic mathematics	(2.74)
	Study techniques	(3.84)			Algebra	(2.65)
					Trigonometry	(2.57)
					Statistics	(2.77)
					Business and financial math	(2.86)
ss than 50%						
	English as a Second Language	(3.63)				
	Specific subject areas	(4.00)				
	Workshop	(3.67)				

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2. Students' Assessments of Service Needs

In addition to looking at the means of responses, the number of students rating the services also provides a picture of their perceptions of the level of need for service. One would assume that if they did not respond to a category, they do not feel there is a strong need for the service. Thus Table 10 outlines student ratings comparing the percent of respondents to the level of importance placed the need for each service. The areas that students felt they are most likely to require assistance with remained generally in the writing and learning areas. The additional area that shows up under this examination is "assistance improving reading comprehension."

There were some mean differences between responses received from program students on the various campuses.

Students responding from the programs at Mill Woods identified the mean needs for services related to writing term papers as 3.75, essays 3.77 and reports 3.74. Tables in Appendix G shows the responses from students by campus.

Overall the mean rating given to the provision of services relating to math skills was 2.72. Students from Mill Woods campus program rated the need for basic math skill development as 3.00. Seventh Street program students rated the need for skill development in the business and financial math areas as 3.00.

Mean responses from Seventh Street Plaza ~~program~~ students were lower than the across college averages in many of the Learning Skills ~~area~~ services identified.

	SSP	Overall
Effective listening and notetaking	3.41	3.71
Critical thinking and logical reasoning	3.36	3.56
Study techniques	3.37	3.70
Exam taking techniques	3.33	3.71

Students from the Seventh Street Plaza program rated the need for assistance to improve textbook reading skills as 4.00 with approximately 50% of the students responding.

The categorization of responses as essential, important, not too important does not categorically distinguish between high and low needs. It simply provides a vehicle by which to rank needs in some order.

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3. Instructional Staff

All respondents felt there was a need to provide students with services that would support and assist the development of writing skills. The emphasis placed on the types of services needed varied somewhat from division to division. (Table 12) Instructors from the Community Services division placed a high priority on many of the writing skill areas identified. Performing and Visual Arts respondents placed less emphasis overall on the writing skill areas.

Services that would assist students develop a variety of learning skills were seen as needed by respondents from all divisions.

In the area of reading skill development, assistance to improve reading comprehension was seen as the most needed service.

Comments from responding instructors were highly supportive of the services offered by the Learning Skills Centres.

3.1 General Need for LSC Services

In addition to the needs assessment, instructors were asked to agree/disagree with statements related to the need for such services and the relevance of the services offered.

All responding instructors "agreed" or "strongly agreed" that:

- *the services offered are relevant to my students; and*
- *I would recommend to my students that they use the LSCs.*

Instructors responding to the survey, were strong supporters of the service, 81% had referred students to the LSCs.

Comments from the various areas further supported the view that there is a need for the types of services offered.

Business

"The LSC is essential to our program's success with borderline/or students with specific deficits."

Several instructors from Community Services program also identified the need to expand the hours in which services are offered.

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Community Services

"I work with 50 evening students each term who are desperately in need of your services - but cannot get into the College during the day, because they work. Can you organize some evening hours to assist these students?"

"It would help to offer services to evening students at times they are not working; maybe early morning or late afternoon."

Health Sciences

"I see a need for greater involvement of the LSC in assessing candidates prior to entry or immediately thereafter to determine where they are and the skills they already possess."

Performing and Visual Arts

"General study techniques are helpful in our division mostly in getting people past electives. Some assistance would be very desirable in helping people with program courses!"

Arts and Science

"I am not sure the LSC is the place to deal with the ever growing demand for ESL assistance."

"It looks to me as if we are getting more ESL students each year. This should be a critical area to develop."

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INSTRUCTOR'S SERVICE NEEDS ASSESSMENT COMPARISON BY DIVISION

CATEGORY OF RESPONSE	OVERALL	ARTS AND SCIENCE	BUSINESS
Mean of 3.50 - 4.00)	**Writing**	**Writing**	**Writing**
	Grammar and punctuation (3.54)	Grammar and punctuation (3.69)	Grammar and punctuation (3.69)
	Sentence structure (3.50)		Sentence structure (3.71)
	Paragraph development & organization (3.53)		Paragraph development & organization (3.61)
			Spelling (3.69)
			Reports (3.54)
ESSENTIAL	**Reading**	**Reading**	**Reading**
	Reading comprehension (3.67)	Reading comprehension (3.60)	Reading comprehension (3.85)
	Learning Skills	**Learning Skills**	**Learning Skills**
	Effective listening and notetaking (3.71)	Effective listening and notetaking (3.75)	Effective listening and notetaking (3.92)
	Critical thinking & logical reasoning (3.63)	Critical thinking & logical reasoning (3.50)	Critical thinking & logical reasoning (3.77)
	Study techniques (3.79)	Study techniques (3.64)	Study techniques (3.92)
	Time management (3.65)	Time management (3.73)	Time management (3.69)
	Exam taking techniques (3.71)	Exam taking techniques (3.70)	Exam taking techniques (3.77)
	Textbook reading (3.66)	Textbook reading (3.50)	Textbook reading (3.67)
			Math
			Basic math (3.50)
			Business and financial math (3.78)
	English as a Second Language	**English as a Second Language**	**English as a Second Language**
Mean of 3.10 - 3.49	**Writing**	**Writing**	**Writing**
	Spelling (3.39)	Sentence structure (3.38)	Essays (3.33)
	Essays (3.36)	Paragraph development & organization (3.38)	Critical analysis (3.31)
IMPORTANT	Reports (3.24)	Spelling (3.29)	Resumes and letters of application (3.31)
	Term papers (3.32)	Essays (3.43)	
	Critical analysis (3.36)	Term papers (3.21)	
	Resumes and letters of application (3.26)	Critical analysis (3.17)	
	How to properly document sources (3.29)	How to properly document sources	
	Reading	**Reading**	**Reading**
	Reading speed (3.19)	Vocabulary (3.40)	Reading speed (3.39)
	Vocabulary (3.40)		Vocabulary (3.42)
	Math	**Math**	**Math**
		Statistics (3.33)	Statistics (3.20)
			Algebra (3.22)
Less than 3.10	**Writing**	**Writing**	**Writing**
	Summaries and precis (2.91)	Reports (2.67)	Term papers (3.08)
NOT TOO IMPORTANT	Book reports (2.40)	Summaries and precis (2.60)	Summaries and precis (3.00)
	Case studies (3.05)	Book reports (2.27)	Book reports (2.36)
		Case studies (2.50)	Case studies (2.75)
		Resumes and letters of application (2.70)	
	Reading		
	Pronunciation (2.95)		
	Math	**Math**	**Math**
	Algebra (2.76)	Basic math (2.80)	Trigonometry (2.14)
	Trigonometry (2.28)	Algebra (2.50)	
	Statistics (2.96)	Trigonometry (2.50)	
		Business and financial math (2.50)	

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INSTRUCTOR'S SERVICE NEEDS ASSESSMENT COMPARISON BY DIVISION

TEGORY OF ESPONSE	COMMUNITY SERVICES		HEALTH SERVICES		PERFORMING AND VISUAL ARTS	
ean of 3.50 - 90)						
	Writing		Writing		Writing	
	Grammar and punctuation	(3.56)	Summaries and precis	(3.75)	Resumes and letters of application	(3.67)
	Sentence structure	(3.65)	Critical analysis	(3.75)		
	Paragraph development & organization	(3.77)	How tO properly document sources	(3.60)		
	Essays	(3.59)				
E	Reports	(3.50)				
S	Term papers	(3.50)				
S	Summaries and precis	(3.82)	Math			
E	Case studies	(3.57)				
N	How to properly document sources	(3.60)	Basic math	(3.50)		
T	Reading		Reading			
I	Reading comprehension	(3.64)	Reading comprehension	(3.80)		
A			Reading speed	(3.50)		
L			Vocabulary	(3.75)		
	Learning Skills		Learning Skills		Learning Skills	
	Effective listening and notetaking	(3.56)	Effective listening and notetaking	(4.00)	Effective listening and notetaking	(3.67)
	Critical thinking & logical reasoning	(3.56)	Critical thinking & logical reasoning	(4.00)	Critical thinking & logical reason.	(3.67)
	Study techniques	(3.77)	Study techniques	(4.00)	Study techniques	(3.67)
	Exam taking techniques	(3.53)	Time management	(4.00)	Time management	(3.67)
	Textbook reading	(3.67)	Exam taking techniques	(4.00)	Textbook reading	(3.50)
			Textbook reading	(4.00)		
			English as a Second Language			
10 - 3.49						
	Writing		Writing			
	Spelling	(3.44)	Grammar and punctuation	(3.20)		
			Sentence structure	(3.20)		
I			Paragraph development	(3.40)		
M			Spelling	(3.25)		
P			Essays	(3.40)		
O			Reports	(3.40)		
R			Term papers	(3.40)		
T			Case studies	(3.25)		
A			Resumes of letters of application			
N	Reading		Reading		Reading	
T	Vocabulary	(3.31)	Pronunciation	(3.25)	Reading comprehension	(3.17)
	Math					
	Basic math					
ss than 3.10						
	Writing		Writing		Writing	
	Book report	(2.87)	Book reports	(3.00)	Grammar and punctuation	(3.00)
	Critical analysis	(2.47)			Sentence structure	(3.00)
	Resumes and letters of application	(2.93)			Paragraph development & organiz.	(3.00)
					Spelling	(2.80)
I					Essays	(2.40)
M					Reports	(2.80)
P					Term papers	(2.50)
O					Summaries and precis	(2.80)
R					Book reports	(2.17)
T					Critical analysis	(3.00)
A					Case studies	(2.20)
N					How to properly document sources	
T	Math		Math		Math	
	Algebra	(3.00)	Algebra	(2.33)	Basic math	(1.67)
	Trigonometry	(3.00)	Trigonometry	(2.50)	Algebra	(1.67)
	Statistics	(3.00)	Statistics	(2.50)	Trigonometry	(1.67)
	Business and financial math	(3.00)	Business and financial math	(2.50)	Statistics	(1.67)
					Business and financial math	(2.75)
					Reading	
					Reading speed	(3.00)
					Vocabulary	(2.80)
					Pronunciation	(2.80)

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3.2 Need for Consultation Between Instructors and LSC Staff

Seventy-two percent of the responding instructors felt it would be helpful if there were consultations with LSC staff regarding students who were using the centre. However, two instructors added the caution "Provided students have signed a release of information so that confidentiality is not broken."

Those who disagreed commented as follows:

"The role may be beyond the scope of what LSC is about (assistance to individuals via one-to-one assistance."

"I feel that the independence of the LSC is good - their expertise in helping doesn't require me to be too involved. I don't feel the need to know how it's going - I see the results in improved student work."

"I do not have time for individual consultation with LSC staff, nor do I feel it is necessary."

3.3 Incorporating Learning Skills Into Classes

Fifty-seven percent of the respondents agreed that "incorporating learning skills into my classes would be useful", 31% responded "don't know" and 12% "disagreed".

4. Counsellors

All the responding counsellors (8) "agreed" or "strongly agreed" that:

- *the services offered by the LSC are relevant to student needs; and*
- *the LSCs are meeting needs not met elsewhere in the College.*

As shown on Table 10 (page 18), counsellors, overall mean ratings on the Needs Assessment were higher than those of students and instructors across all areas.

One common factor in the comments and suggestions from counsellors was that a number of the areas listed under learning skills were also being offered by Student Services.

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The view expressed was that the two areas should work together to avoid duplication of services.

"I think it might be helpful to work with the counselling department in workshop presentations. That way we can avoid a duplication of services and pool our knowledge and resources."

"Although I feel many of the services currently being offered are essential to the students, we must be cautious in not duplicating services in other departments (i.e., counselling). I believe it would be ideal to work collaboratively and collectively on delivery of services, especially in the area of study skills."

LSC staff, as will be outlined in the next section, also felt there was a need for inter-departmental discussion and cooperation in some of the service areas.

V. ISSUES/CONCERNS/SUGGESTED CHANGES

In concluding the evaluation, we asked those most closely associated with the Centres (LSC Assistants, Campus Librarians, LRC Chairman) to identify:

- *the major issues and concerns facing the Centres; and*
- *changes, if any, that would be required now or in the future.*

1. Major Issues/Concerns

The following areas were identified throughout the report by evaluation participants as well as those most closely associated with the LSCs.

1.1 Increasing the Awareness of the College Community of the LSCs and the Services they Offer

There is a need to balance publicizing the services with the limitations of the staff and resources available to provide the services.

1.2 Identifying Best Possible Ways and Means to Provide Services

There is a need to make decisions on how to best service the needs of most possible students.

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The strength of the services is one-to-one tutoring but in some areas workshops would provide the opportunity to service larger numbers of students. Within this framework there would be a need to identify what level of services can reasonably be expected, and what services should be added or eliminated.

1.3 Inter-departmental Relationships Between LSCs and Counselling

There is a need for improved communication and establishment of a working relationship between the LSCs and the Counselling department. Two issues were identified as involving both departments.

First, some of the services offered by the LSC are also offered by counsellors. There is a need to avoid unnecessary duplication of services and to use the strength and expertise of both areas to most effectively and efficiently meet the needs of students.

Secondly, there are physically and learning disabled students who are seeking services. To provide services to special needs students, LSC staff will need special materials as well as guidance from counsellors who have expertise in this area.

1.4 Facilities

(a) A key issue is a lack of space to accommodate students working independently and students involved in one-to-one tutoring.

(b) There is a need to identify service facilities and resource requirements for the new campus.

1.5 Human Resources

- workload for present staff.
- recognition of the role of the LSC assistant as instructional.
- preparation time for assistant to develop materials for workshops, classroom presentation or individual tutoring.

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2. Suggestions for Changes

2.1 Present (1 - 2 years)

Suggestions for changes are focused around the issues and concerns identified.

- *Extra staff*
  - *peak hours*
  - *weekends*
  - *evenings*

- *Given expected funding levels, priorize existing services, decrease or limit some services. One area identified for elimination was exam supervision.*

- *Obtain computers dedicated to LSCs to encourage students' word processing and to allow the LSC assistants to work directly with students as they revise their materials.*

- *Clarification of role of LSC assistant.*

- *Development of classroom presentation in the areas of writing and learning skills.*

2.2 The Future (3 - 5 years)

Looking to the future, respondents talked about expanded roles, new positions, staff development, new services (i.e., a peer/tutor program) and the impact of technological developments.

Following are the comments made:

"A LSC Coordinator position - half and full-time - would be useful to undertake the administrative duties and work with other departments, this position should be created.
LSC staff should continue to make themselves aware of all conferences relevant to their field, all journals and all associations - we have to reach out for others' expertise and expand our network of contacts, attend more conferences.
Continue to work on workshop ideas, get a dedicated room for this purpose within the LSC.
Expand incorporation of computers into LSC for multi purposes."

"More computers dedicated to LSC use. The Learning Skills Assistant can then work with students as they revise and edit on screen.
More office preparation time for Learning Skills Assistants so they can prepare classroom presentations and keep themselves and materials up-to-date."

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"Development of a full-service operation with at least three full-time instructors who will be able to rotate roles of individual intensive instructions, preparations for and giving workshops and classroom presentations, and supervision and assistance to students in a Computer Writing Centre and in the General Services area where many students may receive direction and feedback on specific work.
Development of a Computer Writing Centre where students can develop their writing abilities and can learn effective editing techniques/skills.
Development of a peer tutor program for College course content areas, with full clerical/administrative support personnel."

"Future changes required will revolve around technology developments in the Learner Centre. Learning Skills Assistants educational requirements will need to include familiarity with a variety of forms of electronic word processing, publishing and computer-aided instruction."

"Opening of CCC LRC and staff expansion, provides opportunity to offer new services, i.e., introduction of small group workshops may decrease need for individual assistance."

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APPENDIX A

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Student Awareness Survey

1. **Program you are enrolled in:** _____

2. **Is this your first term at the College?**
   - ___ yes
   - ___ no

3. **Current student status?**
   - ___ full time
   - ___ part time

4. **Are you aware of what the Learning Skills Centres are:**
   - ___ yes
   - ___ no (please return the questionnaire in the envelope provided)

5. **How did you become aware of the Learning Skills Centres?**
   (check all applicable)
   - ___ through another student
   - ___ through an instructor
   - ___ through a counsellor
   - ___ student orientation (August)
   - ___ brochures
   - ___ workshop(s)
   - ___ in-class presentation
   - ___ LRC orientation (for class)
   - ___ other (specify) _____

6. **List two services the Learning Skills Centres offer.**
   _____
   _____
   _____

7a) **Have you used the Learning Skills Centres?**
   - ___ yes
   - ___ no

b) **If no, have you considered using a Learning Skills Centre?**
   - ___ yes
   - ___ no
   - ___ don't know

c) **If no, which of the following best explain why you have not used the services offered?**
   - ___ no need
   - ___ unable to book appointment
   - ___ hours are inconvenient
   - ___ they don't offer assistance in the area I needed (identify type of assistance you needed _____
   - ___ other (specify: _____

8. **Please add any additional comments you feel are appropriate.**

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APPENDIX B

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Student Questionnaire

1. **In which program are you enrolled?** _____

2. **How many times have you used the services offered by the Learning Skills Centres this term (Fall 1990)?**

___ once
___ 2 - 4 times
___ 5 - 10 times
___ more than 10 times

3. **How did you learn about the Learning Skills Centres?**
(Check all applicable)

___ another student
___ an instructor
___ a counsellor
___ student orientation (General Student Orientation - August)
___ brochure
___ workshop
___ LRC Orientation with class
___ in-class presentation
___ other (specify) _____

4. (a) **Following are the areas in which the Learning Skills Centres provide services (see question 7 for clarification of what's included in each area).**
Identify the types of services you have used.

(Check all applicable)

___ assistance to improve writing skills
___ assistance to improve reading skill
___ assistance to improve math skills
___ assistance to improve learning skills
___ self instructional materials (tapes, workbooks)
___ other (specify) _____

(b) **Please indicate how helpful the services you have used were in assisting you to improve your college work.**
(Only mark a response for the type of service you have used)

	Very Helpful	Somewhat Helpful	Not too Helpful	Not at all Helpful	Don't Know
Writing skills.....	4	3	2	1	0
Reading skills.....	4	3	2	1	0
Math skills.....	4	3	2	1	0
Learning skills (time management, study skills.	4	3	2	1	0
Use of self-instructional materials.....	4	3	2	1	0
Other (specify)_____					

(c) **If you responded "not too helpful" or "not at all helpful," please explain your response.**

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5. **Overall how satisfied/dissatisfied were you with the services you received through the Learning Skills Centres?**

___ very satisfied
___ satisfied
___ dissatisfied (explain) _____
___ very dissatisfied (explain) _____
_____

6. **Please identify up to five ways you feel the Learning Skills Centres could improve their services.**

___ no improvement needed.
___ provide assistance in more subject areas.
(specify subjects) _____
___ more advertising of services.
___ reduce the waiting time for appointments.
___ provide workshops for general college student population.
___ provide workshops for specific programs.
(specify program) _____
___ longer hours of operation.
(Check preference) ___ weekends ___ evenings ___ both
___ better location. (explain) _____
___ greater access to self-instructional learning materials.
___ provide a greater variety of self-instructional learning materials. (specify) _____
___ other (specify) _____

7. **Following is a list of services that are or could be offered by a Learning Skills Centre. From your experiences as a student, please indicate the level of need that you feel now exists and will exist for each of these services.**

(Circle one number for each item listed)

	Essential	Import.	Not too Import.	Not Needed	Don't Know
Assistance in Improving Writing Skills					
Basic grammar and punctuation	4	3	2	1	0
Sentence structure	4	3	2	1	0
Paragraph development	4	3	2	1	0
Spelling	4	3	2	1	0
Essays	4	3	2	1	0
Reports	4	3	2	1	0
Term papers	4	3	2	1	0
Summaries and precis	4	3	2	1	0
Book reports	4	3	2	1	0
Critical analyses	4	3	2	1	0
Case studies	4	3	2	1	0
Resumes & letters of application	4	3	2	1	0
How to properly document sources in a research paper	4	3	2	1	0
Assistance in Improving Reading Skills					
Reading speed	4	3	2	1	0
Reading comprehension	4	3	2	1	0
Vocabulary	4	3	2	1	0
Pronunciation	4	3	2	1	0
Other (specify) _____	4	3	2	1	0
Assistance in Improving Math Skills					
Basic math	4	3	2	1	0
Algebra	4	3	2	1	0
Trigonometry	4	3	2	1	0
Statistics	4	3	2	1	0
Business and financial math	4	3	2	1	0
Other (specify) _____	4	3	2	1	0

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7. (continued)

(Circle one number for each item listed)

	Essential	Import.	Not too Import.	Not Needed	Don't Know
Assistance in Improving Learning Skills					
Effective listening and note taking	4	3	2	1	0
Critical thinking and logical reasoning	4	3	2	1	0
Study techniques	4	3	2	1	0
Time management	4	3	2	1	0
Exam-taking techniques	4	3	2	1	0
Textbook reading	4	3	2	1	0
Other (specify) _____	4	3	2	1	0
Assistance to English as a Second Language Students	4	3	2	1	0
Assistance in specific subject areas					
(identify areas) _____	4	3	2	1	0
_____					
Workshops (specify topics) _____	4	3	2	1	0
_____					
Other (specify) _____	4	3	2	1	0
_____					

8. **Please add any comments you feel would help improve the services offered by the Learning Skills Centres.**

Thank You for Your Assistance

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APPENDIX C

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Faculty Questionnaire

1. **Division:** _____ Full time _____ Part time _____

2. **Program/Major Area of Instruction:** _____

3. **How long have you been at the College?**

   _____ Less than 4 months
   _____ Four months to one year
   _____ 2 to 4 years
   _____ More than 4 years

4. (a) **Are you aware of the services the Learning Skills Centres offer?**

   ___ yes (go to b)
   ___ no (go to question 7)

   (b) **How did you first become aware of the Learning Skills Centres?** (check all applicable)

   ___ another instructor/program chairman
   ___ program instructional assistant
   ___ students
   ___ counsellor
   ___ new faculty orientation
   ___ direct contact with Learning Skills Centre staff
   ___ brochures
   ___ other (specify) _____

5. (a) **Have you ever referred a student(s) to the Learning Skills Centre?**

   ___ yes
   ___ no

   (b) **If yes, which of the following kinds of assistance did you send the student(s) for?** (check all applicable)

   ___ writing skills
   ___ reading skills
   ___ math skills
   ___ learning skills
   ___ other (please specify) _____

   _____

   (c) **If no, which of the following explain why?** (check all applicable)

   ___ students have not needed these types of services
   ___ these services should be offered through other sources (specify)_____

   ___ hours of the Skills Centre are not appropriate for my students
   ___ staff in the Learning Skills Centre do not offer services in the area(s) my students need assistance with (specify area) _____

   _____

   ___ other (specify) _____

   _____

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6. **Please indicate the extent to which you agree/disagree with each of the following statements.**

(circle one number for each statement)

	Strongly Agree	Agree	Disag.	Strongly Disag.	Don't Know
The Learning Skills Centres have effectively made me aware of services they offer	4	3	2	1	0
The Learning Skills Centres have effectively made students aware of the services they offer	4	3	2	1	0
The services offered are relevant to my students	4	3	2	1	0
The Learning Skills Centres are meeting a need not met elsewhere in the College	4	3	2	1	0
I would recommend to my students that they use the Learning Skills Centres.....	4	3	2	1	0
Individual consultation with Learning Skills Centre Staff about incorporating learning skills into my classes would be useful	4	3	2	1	0
Individual consultation with Learning Skills Centre staff about my students who are using the centres would be helpful.....	4	3	2	1	0

If you "disagreed" or "strongly disagreed" with any of the statements, please explain the reasons for your disagreement.

7. **Following is a list of services that are, or could be, offered by the Learning Skills Centre. From your experience, please indicate the level of need you see for each of these services in the future.**

(Circle one number for each item listed)

	Essential	Import.	Not too Import.	Not Needed	Don't Know
Assistance in Improving Writing Skills					
Basic grammar and punctuation	4	3	2	1	0
Sentence structure	4	3	2	1	0
Paragraph development and org.	4	3	2	1	0
Spelling	4	3	2	1	0
Essays	4	3	2	1	0
Reports	4	3	2	1	0
Term papers	4	3	2	1	0
Summaries and precis	4	3	2	1	0
Book reports	4	3	2	1	0
Critical analysis	4	3	2	1	0
Case studies	4	3	2	1	0
Resumes & letters of applications	4	3	2	1	0
How to properly use document sources in a research paper	4	3	2	1	0

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7. (continued)

(circle one number for each statement)

	Strongly Agree	Agree	Disag.	Strongly Disag.	Don't Know
Assistance in Improving Reading Skills					
Reading speed	4	3	2	1	0
Reading comprehension	4	3	2	1	0
Vocabulary	4	3	2	1	0
Pronunciation	4	3	2	1	0
Other (specify) _____	4	3	2	1	0
Assistance in Improving Math Skills					
Basic math	4	3	2	1	0
Algebra	4	3	2	1	0
Trigonometry	4	3	2	1	0
Statistics	4	3	2	1	0
Business and financial math	4	3	2	1	0
Other (specify) _____	4	3	2	1	0
Assistance in Improving Learning Skills					
Effective listening and note taking	4	3	2	1	0
Critical thinking and logical reasoning	4	3	2	1	0
Study techniques	4	3	2	1	0
Time management	4	3	2	1	0
Exam taking techniques	4	3	2	1	0
Textbook reading	4	3	2	1	0
Other (specify) _____	4	3	2	1	0
Assistance to English as a Second Language Students	4	3	2	1	0
Assistance in specific subject areas					
identify areas _____	4	3	2	1	0
Workshops (specify topics) _____	4	3	2	1	0
Other (specify) _____	4	3	2	1	0

8. **Please add any comments you feel would help improve the services offered by the Learning Skills Centres.**

Thank You for Your Assistance

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APPENDIX D

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LEARNING SKILLS CENTRE EVALUATION

Counsellors' Questionnaire

1. **Campus:** _____

2. **How long have you been at the College?**

_____ Less than 4 months
_____ Four months to one year
_____ 2 to 4 years
_____ More than 4 years

3. (a) **Are you aware of the services the Learning Skills Centres offer?**

___ yes (go to b)
___ no (go to question 7)

(b) **How did you first become aware of the Learning Skills Centres?** (check all applicable)

___ instructor/program chairman
___ program instructional assistant
___ students
___ another counsellor
___ new faculty orientation
___ direct contact from Learning Skills Centre staff
___ brochures
___ other (specify) _____

4. (a) **Have you ever referred a student(s) to the Learning Skills Centre?**

___ yes
___ no

(b) **If yes, for which of the following kinds of assistance did you send the student(s)?** (check all applicable)

___ writing skills
___ reading skills
___ math skills
___ learning skills
___ other (please specify) _____

_____

(c) **If no, which of the following explain why?** (check all applicable)

___ my clients have not needed these types of services
___ these services should be offered through other sources (specify) _____
___ hours of the Skills Centre are not appropriate for my clients
___ staff in the Learning Skills Centre do not offer services in the area(s) my clients need assistance with (specify areas) _____

_____

___ other (specify) _____

_____

5. **Please indicate the extent to which you agree/disagree with each of the following statements.**

(Circle one number for each statement)

	Strongly Agree	Agree	Disag.	Strongly Disag.	Don't Know
The Learning Skills Centres have effectively made me aware of services they offer	4	3	2	1	0
The Learning Skills Centres have effectively made students aware of the services they offer	4	3	2	1	0
The services offered are relevant to the students' needs.....	4	3	2	1	0
The Learning Skills Centres are meeting a need not met elsewhere in the College	4	3	2	1	0
I would recommend to my clients that they use the Learning Skills Centres	4	3	2	1	0

If you "disagreed" or "strongly disagreed" with any of the statements, please explain the reasons for your disagreement

6. **Following is a list of services that are, or could be, offered by the Learning Skills Centre. From your experience working with students, please indicate the level of need for each of these services in the <u>future</u>.**

(Circle one number for each item listed)

	Essential	Import.	Not too Import.	Not Needed	Don't Know
Assistance in Improving Writing Skills					
Basic grammar and punctuation	4	3	2	1	0
Sentence structure	4	3	2	1	0
Paragraph development and organiz.	4	3	2	1	0
Spelling	4	3	2	1	0
Essays	4	3	2	1	0
Reports	4	3	2	1	0
Term papers	4	3	2	1	0
Summaries and precis	4	3	2	1	0
Book reports	4	3	2	1	0
Critical analyses	4	3	2	1	0
Case studies	4	3	2	1	0
Resumes & letters of application	4	3	2	1	0
How to properly document sources in a research paper	4	3	2	1	0

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6. (continued)

(Circle one number for each statement)

	Strongly Agree	Agree	Disag.	Strongly Disag.	Don't Know
Assistance in Improving Reading Skills					
Reading speed	4	3	2	1	0
Reading comprehension	4	3	2	1	0
Vocabulary	4	3	2	1	0
Pronunciation	4	3	2	1	0
Other (specify) _____	4	3	2	1	0
Assistance in Improving Math Skills					
Basic math	4	3	2	1	0
Algebra	4	3	2	1	0
Trigonometry	4	3	2	1	0
Statistics	4	3	2	1	0
Business and financial math	4	3	2	1	0
Other (specify) _____	4	3	2	1	0
Assistance in Improving Learning Skills					
Effective listening and note taking	4	3	2	1	0
Critical thinking and logical reasoning	4	3	2	1	0
Study techniques	4	3	2	1	0
Time management	4	3	2	1	0
Exam taking techniques	4	3	2	1	0
Textbook reading	4	3	2	1	0
Other (specify) _____	4	3	2	1	0
Assistance to English as a Second Language Students	4	3	2	1	0
Assistance in specific subject areas					
(identify areas) _____ _____	4	3	2	1	0
Workshops (specify topics) _____ _____	4	3	2	1	0
Other (specify) _____ _____	4	3	2	1	0

7. **Please add any comments you feel would help improve the services offered by the Learning Skills Centres.**

Thank You for Your Assistance

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APPENDIX E

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LEARNING SKILLS CENTRE (LSC)

Campus Librarian/LRC Chair Questionnaire

1. **Are there sufficient numbers of staff in the LSCs to provide the level of services students require?**

   ____ always

   ____ most of the time

   ____ no _____

   _____

   _____

   _____

   ____ don't know

2. **Are LSC staff provided with sufficient support, training and information to enable them to provide the level of services required?**

   ____ yes

   ____ no (explain) _____

   _____

   _____

   _____

   ____ don't know

3. (a) **Is there an effective level of communication between you and the campus LSC assistant?**

   ____ yes

   ____ no (explain) _____

   _____

   _____

   _____

   (b) **Is there an effective level of communication among the LSC assistant and other campus LRC staff?**

   ____ yes

   ____ no (explain) _____

   _____

   _____

   _____

4. **Please comment on the facilities (space), resources (materials, equipment) etc. required by the Centres and what is available.**

   Space

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Resources

5. Identify what you see as the strengths of the LSCs.

6. What, if any, areas need improvement?

7. What are the major issues/concerns facing the LSC now or in the near future?

8. What changes, if any, do you feel may be needed in the LSC?

Present: (1 - 2 years)

Future: (3 - 5 years)

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10. Do you feel that there is any need for the LSCs to do more to inform the various College constituents about what they are and the services they offer?

____ yes

____ no

____ don't know

If yes, which College constituents needs to be made more aware?

How would you suggest awareness be increased?

11. Do you have any further comments/suggestions you feel are relevant to the evaluation of the LSCs and the services they offer?

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APPENDIX F

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Staff Interview

1. Identify the types of services requested most frequently?

2. Are there sufficient numbers of staff in the Learning Skills Centres to provide the level of services students require?

____ always

____ most of the time

____ no _____

_____

_____

_____

3. Are staff provided with sufficient support, training and information to enable them to provide the level of services required?

____ Yes

____ No (explain) _____

_____

_____

_____

4. Is there an effective level of communication among staff involved with the Learning Skills Centres?

____ Yes

____ No (explain) _____

_____

_____

_____

____ Don't know

5. Please comment on the facilities (space), resources (materials, equipment) etc. required by the Centres and what is available.

Space:

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Resources:

6. Identify what you see a the strengths of the Learning Skills Centres.

7. What, if any, areas need improvement?

8. What are the major issues/concerns facing the Learning Skills Centre now or in the near future?

9. What changes, if any, do you feel may be needed in the department?

Present: (1 - 2 years)

Future: (3 - 5 years)

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10. Do you feel that there is any need for the Learning Skills Centre to do more to inform the various college constituents about what they are and the services they offer?

____ Yes

____ No

____ Don't know

If yes, which college constituents need to be made more aware?

How would you go about increasing awareness?

11. Do you have any further comments/suggestions you feel are relevant to the evaluation of the Centres and the services they offer?

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